

must have been struck by the fact ^{about} how long &
string of words being used to define a thing with
which she was so exceedingly familiar. But
it was found that, as a rule, ~~as soon~~ people
~~had~~ ^{did not} store the facts they had laboured over in
childhood. all the region of the brain so
carefully stored, was like that delectable map
in the attenuating of the Enark - 'a perfect and
absolute blank'. And here lay the error,
people still looked upon the brain, & what they
called the memory, as an unlimited number
of pigeon-holes to be filled, rather than as a
photographer's sensitive plate, capable of
~~see~~ under certain conditions, of receiving
indelible impressions. These was years of
childhood wasted purely through a mistaken
conception. We now know that memory is
not a faculty, but - is the result - of the coordinated
action of two mental laws: - that which is
regarded with intense attention, i.e. interest,
is commonly remembered; & may certainly
be recalled, if it be attached, like a ~~hook~~ link
in a chain, to that which went before it, & that
which follows. That is, perfect attention may
become a thousand recollections which return
upon us casually, like our stray images of childhood.
But - would we be able at will to draw ^{the best} ~~the best~~ ^{memory} ~~the best~~
out of our well, why, every image now caught by the

Mr. Kilgus had been using his pencil for the last few minutes, was evidently preparing to stand up - for the discussion had, by this time, passed out of the conversational stage.

"St. Alder's seems to be leaving it to mistakes that ~~the~~ schools too have been making progress during this age of many revolutions. Let us consider where we were, before we see where we are. ~~Before the~~ middle of the last century, enormous strides were made; there is no time to tell how bad things were before; but this I should like to say by way of protest, that the best of the first half of the nineteenth century was better by a long way than ~~anything that followed~~ ^{it had} it. more individuality, more power, more character was produced. But it was a cess of headwings. ~~other~~ rest nowhere. The bad was very bad indeed. To remedy this state of things - the 'headwings' section ^{formed} ~~was~~ a small minority - an ~~irregularly~~ ^{irregularly} able & gigantic scheme was devised for passing the youth of the whole nation through the same mill - a monstrous printer's elephant. 'Payment by results'. The scheme was devised, in the first ^{with a view to} instances ~~for the help~~ ^{to educate} parents as needed state aid ~~for the education~~ of their children. But it was shortly evident that, for payment, you might get any results you demanded. ~~Only~~ ^{for} the richer classes looked on enviously at the well-looking meal ~~in~~ ^{was} being ~~turned out~~.

It was
 "wonderful people! whirr! whirr! all by wheels! whizz!
 whizz! all by steam! wonderful people!" The schools on
 moon walk their classes set-up a mill of their
 own. It called it - Passes - which possibly means
 indirectly the same thing as keyment-by results; - but we
 need not go into that. Well, they passed. Passed
 by the school every year. Thousands & tens of thousands
 of young people came out - who had passed. The pleasures
 of them passed again & again & again: passed
 in everything. The acquirements & accomplishments
 of a young lady of twenty ^{existing} advertising for
 a post-as governess were enough to make you
 hair stand on end: she would present herself
 with a sheaf of certificates half as many as her
 years. +
 "Still the wonder grew
 that of all the great ones
 the fewest were all the kind."

of written works.

Now, this decision, on the face of it, a rather ~~unimportant~~ ^{unimportant} & vague result - of prolonged & careful deliberation, has revolutionized the character & the working of the schools. Soon, it came to be understood that only persons of gentle birth breeding were suitable candidates for posts in schools of any grade whatever. This ~~revolution~~ ^{revolution} jumped with the times; a passionate desire for service, work for the people, was ~~working~~ ^{burning} like a fever in the ^{middle of} higher ranks of society. Candidates flocked in, some for the work sake only, some because they could gratify their longing for service in a way which should bring them the means of decent living. But these, already educated, had yet to be trained; moreover, they could only fill posts as they fell vacant: so that some twenty years passed before the schools of the nation were ~~entirely~~ ^{pretty generally} manned by the gentlehood of the nation, including, naturally, such gentle natures of the working classes as were able ~~in time~~ ^{to meet} the tests proposed to them.

The people liked the change exceedingly; they have ever had a strong sense of the grace of gentle breeding. The able men & women who would otherwise have filled these posts drifted off into other occupations ^{might easily do better for} where they had greater opportunities to do well for themselves.

Now, observe how this change dovetailed with the political situation. ~~It~~ ^{It} had, not long before, become a democracy, & the people were but just beginning to feel their part. They had hardly yet realized that they were, practically, the governing class. Indeed, the educated & wealthy classes were the first to ^{perceive}

perceive the fault; & they set themselves to work
in what has always seemed to me a rather heroic
way, to elevate the character & ameliorate the condition
of the new governing body: probably, as perceiving
that a democracy is either the purest or the vilest
of all forms of government - according to the
moral & intellectual status of the people. At any
rate, by this simple device of officering the schools
with their best, they averted the perils of a social
revolution, & practically did away with the
prejudices of caste. For, mark what happened:
when the people's schools were officered by the best
conceivable masters & mistresses, the children
of the wealthier classes were sent to them, that
~~the~~ Parents of foresight
~~did not think it amiss~~ Parents of foresight
~~that their children~~ Parents of foresight
~~should be brought up in touch with the children~~
~~of the people.~~ Parents of foresight
~~Was could tell what prospects of usefulness~~
~~& advantage his early contact might open up~~
~~to them?~~ Parents of foresight
~~At the same time, when gentler~~
~~manners & a higher code of morals were the sole~~
~~distinction, there were the more sedulously cultivated.~~
Notless oblige. Thus, by sending our best
to them in two senses, our children to mingle
with them, our men & women of highest character,
to teach them, we have been all this time educating
the people up to their responsibilities; might
nobly have they responded! It's rather fine when
you come to think of it. Almost as fine a
national movement occurred in Japan in
the earlier part of the nineteenth century, but that is

less in evidence. With regard to Public Schools
 like that in which I have the honor to work, they
 continue to be enough men of the wealthier class
 to send their children away from home
 who care to support them: but, I guess, it is
 these men who pride themselves in their days
 upon a Public School education. For why? The
 same love is to be got now in any village school,
 with the added gentleness which comes of worthy
 intercourse with those of lower rank.

Now, to consider the second clause in this famous
 resolution:— that this decision ^{should} reach to interfere
 through the medium of written works. How completely
 it appears to pass over the evils of the day:— cram,
 & examinations — & how entirely it obviates
 them! The crying evil of the old system was, that
 it failed to bring the young mind under the
 influence of books, real books, full of the personality
 of the author. They learned about dead books, but
 they did not know them. A scanty cram
 of notes, dictated by a teacher, with a view to the
 exigencies of examination, or a set of ^{some vile} ~~set of~~ villainous
 little text books put up for the same purpose.
~~With the same~~ ^{means} ~~the same~~ ^{by} which the youth
 of a century since got at the great minds
 of the past; or of their contemporaries. As a
 consequence, the young people did not read, or think
 or study: their knowledge was crude, their opinions
 second-hand, unless, indeed, they were the children
 of reading & thinking people, when they grew up
 better than the rest: but not equal to their
 parents.

And now it became necessary to devise a new curriculum, based on the advances ^{already} made towards a science of education, & keeping well to the point that, progress in character is the prime aim of education. As nothing helps so much towards progress in character as to be brought into contact with the great minds of the past, & so thoughtful reading of even one book is a work of time, the problem became, how much of the present curriculum could be left-out without real loss to the pupils. In the first

In the first place, it had hitherto been incumbent
 on children to go through a good deal of copying
 work, the 'outlines' of English & perhaps Roman
 history, ^{of paragraphs.} ~~botany~~, zoology, ~~mineral~~ birds,
 a superficial covering of the whole ground, on
 the principle, that, what we learn in childhood
 we never forget. Now, it is really curious how
 a picture of this kind ^{ever} ~~became~~ became current.
 The thing was looked into; people asked themselves
 what they remembered of their early instructions:
 one man recalled that his mother used to recite
 as the sole salvage ^{from} of her school days, this
 delicious definition, learnt-out-of-the book of
 'Spellings + Meanings' - "Handkerchief,
 a piece of linen, silk or cotton, to wipe the face
 or cover the neck". The child's sense of humour
 must -

Fixed attention must be linked by the ^{idea} of
association of ideas with ~~the~~ ^{an} image that ~~of~~
~~was~~ - before ~~some~~ ~~other~~ going before, which
another image following. Once the absolute
futility of offering children anything but
ideas - which every faculty is concentrated to
receive - becomes evident, the burden drops off
young pilgrim's back. As for his lessons,
he finds himself to the measure born, his
studies are no more laborious to him than
his dinner. There is time to get in touch
with great-writers, with living books, to learn
English history from the ever interesting original sources,
geography, from the few really valuable books of
travel. The idea being now the mail in which
facts of a time & place are hung; & there being no
conceivable necessity ~~there being no necessity~~
~~success~~ in covering the whole of the ground
in any single study. But what is an
idea? An idea ^{is defined by its quality} is what north-country folk
call wick - the same thing as germ, more
likely: a liv' thing of the mind, which comes
into possession of you, feeds, grows, multiplies,
& when it has done its work, dies. At least,
this is the only description of an idea we can
arrive at yet. We are aware of its advent: by
the sudden arrest of the powers of the mind &
receive it. That is to say, the attention is ^{aroused} ~~receiving~~
then we receive ~~the~~ ^{by} the ~~the~~ ^{the} flutter of it within
us.

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Not - is that, doing appointed work. The outward
signs of the reception of an idea are brightening
eye, eager countenance: and, idea linked with
idea, is the sum of education. But, unhappy
man that I am, how can you get at what
I mean from this bird's eye view? & how long
it would take to give the ideas details which
should make the whole thing plain! Only this,
all the little cram books, & the neat little sheets
of Masters' notes, over the media by which
which a boy got at his books have long disappeared.
He comes straight to the authorities on whatever
subject he touches. But, surely, his knowledge
must be tested, you say. So it is; at least
not just saved rid of the Examiners, but that
work has made him another man. There is
still paper work - ~~classical mathematics~~ ^{certain} ~~some~~
mostly ^{modern} studies of the year - books read on such &
such subjects, works in the modern language,
the boys walk with the examiners as in academic
process: ten minutes viva voce work tests
the intelligence & accuracy of the year's study.
on a given subject, either boy who makes a fool
of himself, has the satisfaction of doing it before
his own eyes."

"This is plain as a pike-staff! But, my dear
Halcyon, it's eleven o'clock! & the ladies!"

"No? is it? I just wanted to say that it's of
more use to most men to be able to speak than
to write, if the habit of accurate & thorough thinking with
subject is cultivated." Charlotte M. Mason.